



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : EDWARD MANDEL SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 28/QUEENS/220

PRINCIPAL: JOSETTE PIZARRO EMAIL: JPIZARR@SCHOOLS.NYC.GOV

SUPERINTENDENT: BEVERLY FOLKES- BRYANT

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor's Regulation A-655, available on the [NYC DOE Web site](#).

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
Josette Pizarro Hope Monnes	*Principal or Designee	
Heather Lorenz	*UFT Chapter Leader or Designee	
Yuisa DeLeon	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Christina Swantak	Member/Teacher	
Tara Loggia	Member/Teacher	
Dawn Sferrazza	Member/Teacher	
Laura Reyes	Member/Parent	
Gloria Brown	Member/Parent	
Samantha Ramos	Member/Parent	
Bridget Matus	Member/Parent	

DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

WHICH SCHOOLS NEED TO COMPLETE THIS?

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school's needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

ANNUAL GOAL #1 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #1

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2012, there will be a 2% increase between the number of parents and teachers who identify parent-school and school-parent communication as an area that needs improvement.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

The Parent Teacher-Survey and the Quality Review data, reflects a decline in our effectiveness to communicate. Data shows that we are .5 below the city wide average in this area. When we drill down we notice that parent communication with teachers was a 7.9 and teacher communication with parents is a 6.0. This is a difference of 1.9. After reflecting on this data, we intend to create various means of teacher parent communication.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.
 - e) -teachers email with parents

-parent meeting time (set aside every week)

-newsletter

-information about the curriculum is sent periodically throughout the school year

-school messenger

-PTC

-curriculum night

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
- teachers email with parents
 - parent meeting time (set aside every week)
 - newsletter
 - information about the curriculum is sent periodically throughout the school year
 - school messenger
 - PTC
 - curriculum night
 - translation and translators available
 - Student agendas with parent information piece
 -

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
- Parent Workshops
 - Parent Leadership (Learning Leaders)
 - Family cultural Nights
 - Literacy/Math Night
 - SBO Team identify highly qualified teachers through interview and demo lessons
 - Clearly defined teacher expectations of parent communication
 - Clearly defined methods of communication with parents.
 - teachers email with parents
 - parent meeting time (set aside every week)
 - newsletter
 - information about the curriculum is sent periodically throughout the school year
 - school messenger

- PTC
- curriculum night

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
- Parent coordinator
- School Messenger
- Translations
- Agendas
- Parent Open House

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
- Tax Levy- State Funds
- Translations verbal/written, Curriculum Night and other Parent community Events,
- NYSTL- State funds for supplies & materials
- School Messenger
- Title 1- Federal funds
- Translations, Parent Involvement, Workshops, School Agendas

ANNUAL GOAL #2 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #2

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2012, 100% of classroom teachers will engage in a study around the competencies which will be measured through attendance at staff development, the norming of practices and the creation of a team of teachers who will produce a tool to be used to self reflect and modify instructional practices.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

On the English Language Arts Examination, in the school year 2010-2011, students at proficiency (Level 3 or 4) are as follows: 41% in 5th Grade, 40% in 4th Grade, and 45% in 3rd Grade. 42% of our tested population is at the proficiency levels. On the New York State Mathematics Examination, in the school year 2010-2011, students at proficiency (Level 3 or 4) are as follows: 62% in 5th Grade, 59% in 4th Grade, and 52% in 3rd Grade. 58% of our students in Grades 3 through 5 are performing on standard or above. As a result of both our ELA and Math data, as well as informal and formal observations, it is essential that we concentrate on raising the rigor in our classrooms. We believe our lack in performance on state exams directly correlates with the need to increase rigor in the classroom. We recognize that teachers need to expose rigor to all students. Through engagement and through questioning and discussion techniques we hope to create a more rigorous environment which will result in academic success.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

-Staff development around Danielson Framework to increase rigor

-Feedback from administration through informal classroom observation

-Short cycles of walkthroughs from administration

-Book Study around Habits of Mind by Arthur L. Costa and Bena Kallick

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

Teacher College Parent Letter

- On-going communication with the parents of current reading levels, improved social and learning behaviors and on-going efforts to support student improvement including social and academic progress
- Evidence of teacher professional learning is displayed, labeled, and heard throughout the building
- Parent workshops
- Collaboration with Parent Coordinator

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
- Teacher professional book clubs around Habits of Mind by Arthur L. Costa and Bena Kallick
 - Clearly defined expectation
 - Professional Development
 - Teacher's College Staff Developers
 - Literacy and Math coaches
 - Curriculum pacing calendars

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Coverage for staff developers

- Parent Coordinator
- Professional Resources
- Teacher's College
- Literacy and Math coaches

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

Tax Levy- State Funds

- Professional Books, Per-Session

Title 1- Federal Funds

- Workshops and conferences, Teachers college Professional Development, Literacy coach and Math coach, Professional Literature

ANNUAL GOAL #3 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #3

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2012, there will be a 2% increase in the number of students with disabilities who have increased their performance in mathematics as measured by unit tests; RSA's, the Predictive and the ITA's in mathematics.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

On the New York State Mathematics Examination, in the school year 2010-2011, students at proficiency (Level 3 or 4) are as follows: 62% in 5th Grade, 59% in 4th Grade, and 52% in 3rd Grade. 58% of our students in Grades 3 through 5 are performing on standard or above. As we take a close look at our Special Education on the NYS Math Assessment, we found the following results: Special Education children at proficiency (Levels 3 or 4) are as follows: 32% in Grade 5, 28% in Grade 4, and 26% in Grade 3. Our data indicates that we did not make AYP in this area. One of the barriers we face as a school community is our ever growing population. Many of the children who are new to our school are entering in testing grades. This minimizes the time our staff has in order to prepare them for the assessments.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

-staff development by the Math Coach

-emphasis on Math Boxes

-new addendums to the Everyday Math Program which aligns to the new Common Core Standards

-2nd/3rd Grade utilizing an Early Childhood Math Assessment to inform our instruction and identify gaps

-RTI

- Utilization of Tasks to measure student performance

-Instruction/ Strategies that are implemented and provide multiple entry points addressing student needs

- small group direct instruction

- interim and targeted assessments that are presented in small groups/one-to one

- Mapping that reflect data from previous year

Incorporation of Writing in MATH 2-3 times a week

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
- Parent letters from the Everyday Math Program
- Translations of parent letters
- parent workshops
- Math Game Night

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
- Common grade preparation periods utilized for mathematics planning
- Math Coach
- Ongoing staff development (in house and network)
- Curriculum pacing calendar
- Everyday Math Program
- Mentor/Buddies
- Teacher Recruitment Centers
- Hiring Halls
- Collaboration with Human Resources

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
- Math Coach
- AIS/RTI Teacher
- Translations verbal/written

-Professional Development

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

Tax Levy- State Funds

- Translations verbal/written, Math coach

NYSTL- State funds for materials and supplies

- Materials

Title 1- Federal Funds

- AIS/RTI Teacher,

ANNUAL GOAL #4 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #4

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2012, based on formal/informal observations and student work in portfolios, 75% of teachers will improve the quality of rigor of student tasks in literacy and mathematics by engaging in whole school professional development; small group collaboration or one-to-one conversation with peers or members of the administrative team.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

One accomplishment over the past year that we are proud of is the implementation of the new Common Core Standards. Professional Development has driven this adaptation throughout the school. As teachers have become more familiar with the standards we realize we need to align our planning and assessments with that same rigor.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

-In house staff development by the Literacy Coach and Math Coach

-Upper grade and Lower grade task teams created to help with implementation

-Inquiry allotted time

-protocols for looking at student work

-Based on students products, we will engage in looking closely at students work in literacy and mathematics

-Plan tasks that are evaluated by DOK tasks analysis guide and aligned to the Common core Learning Standards

-Review and analyze student work using standard-based rubrics

-CFN Professional Development/Network Meetings

-Network based Staff Development for Lead Teachers

-Administration Staff Development

-Raising the level of volume in writing

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
- Information about the Common Core Standard sent home
-Evidence of standard based work is displayed throughout the building
-At PTC sample tasks were handed out
-Workshops for parents supporting rigorous tasks

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
- In House and Network Staff Development
-Common preparation periods for planning and looking at student work
-Inquiry time
- Book Study around Habits of Mind by Arthur L. Costa and Bena Kallick

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
- Literacy Coach and Math Coach
-Task Teams
-Staff Development
-Professional Resources
-Teachers College Professional Development (In-house and off site)
- Everyday Math Readiness CFN Professional Development
-Mapping and Reflective Data from previous year
-AIS upper grades with a focus on literacy and mathematics

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Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

Tax Levy- State Funded Money

- Teachers

NYSTL – State funded for Supplies & Materials

- Core Materials

Title 1- Federal Money for Students & Teachers

- Teachers College Professional Development, Professional Books

ARRA RTTT Citywide Instructional Expectations Allocations- Citywide

- Inquiry Per-Session, Task Teams

GOALS AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #5

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

ACADEMIC INTERVENTION SERVICES (AIS)

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

Identified groups of students who have been targeted for AIS, and the established criteria for identification include:

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS
K	17	14	N/A	N/A	2	0	0	0
1	45	43	N/A	N/A	1	0	0	0
2	28	25	N/A	N/A	1	0	0	0
3	26	26	N/A	N/A	1	0	0	0
4	34	28	N/A	N/A	0	0	0	1
5	33	31	N/A	N/A	2	0	0	0
6								
7								
8								
9								
10								
11								
12								

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
ELA	Students serviced are considered to fall into our lowest 1/3 targeted population within each class. These students are not receiving special education services and are selected based on previous standardized assessments, teacher recommendations and informal assessments. Designated periods are determined for each grade in order to diminish interruption in classroom instruction. Our A.I.S Teacher utilizes guided reading strategies and supports instructional strategies. Additionally, a focus on scaffolding questions is presented in order to raise the cognitive level of non-fiction literature and content area material.
Mathematics	Students serviced are considered to fall into our lowest 1/3 targeted population within each class. These students are not receiving special education services and are selected based on previous standardized assessments, teacher recommendations and informal assessments. Designated periods are determined for each grade in order to diminish interruption in classroom instruction. The A.I.S. Teacher services a small group of students within the classroom during mathematics instruction. In addition, classroom teachers receive instructional support for differentiated instructional practices from our Math Coach. Flexible groups are established through analyzing the results of ongoing assessments and identifying the strengths and areas that require additional support.
Science	Students serviced are considered to fall into our lowest 1/3 targeted population within each class. The service takes place during the school day. The classroom teacher and the science cluster teacher collaborate with each other to best support the needs of these students. Multiple entry points are utilized to ensure that students of different abilities and strengths are supported. Flexible grouping is used depending on the task at hand. Heterogeneous groups are also a strategy employed. Many visual aids and auditory cues are used for instructions.

Social Studies	Students serviced are considered to fall into our lowest 1/3 targeted population within each class. The instruction takes place during the school day in the regular classroom. Some of the strategies employed are flexible grouping, front loading vocabulary with visual aids, graphic organizers and reading texts independently or with guided reading.
At-risk Services provided by the Guidance Counselor	This is determined based upon the number of non-mandated periods available within the daily schedule. When students are indentified to nee At-Risk guidance support, which may be a result of a specific incident, our Guidance Counselor addresses his/her needs.
At-risk Services provided by the School Psychologist	This is determined based upon the number of non-mandated periods available within the daily schedule. When students are indentified to nee At-Risk guidance support, which may be a result of a specific incident, our School Psychologist addresses his/her needs.
At-risk Services provided by the Social Worker	This is determined based upon the number of non-mandated periods available within the daily schedule. When students are indentified to nee At-Risk guidance support, which may be a result of a specific incident, our Social Worker addresses his/her needs.
At-risk Health-related Services	None

DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING THE PARENT INVOLVEMENT POLICY (PIP)

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. Our school will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

Our school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;

- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

Our school will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT

Our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

Provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State's Standards and Assessments by:

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

Support home-school relationships and improve communication by:

- providing school messenger to support languages reflected in the school population;
- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;

- having a full-time parent coordinator act as a liaison between the school community and the parents;
- having a parent coordinator provide parents with the opportunity to volunteer and be active in the school community;
- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;
- having a parent coordinator liaison to address questions and concerns through email, phone, and or in person

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;
- having a parent coordinator liaison publish a monthly newsletter highlighting school events, curriculum across all grades, and community events
- a series of workshops that are aligned to the NYC Citywide Expectation

- having the parent coordinator build and maintain community partnerships benefiting the school community

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.